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ABSTRACT

As part of an effort to design and implement staff development and instructional improvement opportunities for personnel at the College of Alameda (California), questionnaires were distributed to all 250 staff members (105 responded--24 classified and 81 faculty). Additionally, the concerns of the college president and the staff development committee were determined. The questionnaire elicited information on: (1) improving job assignment; (2) the value of various staff development activities and willingness to participate in them; (3) preferences with regard to formats and frequency of activities; and (4) methods of improving instruction. Using the results of the survey and a review of current successful programs at other colleges, nine mini-courses were developed. The five courses designed for faculty were "Community College Staff Development," "Exploring Alternative Teaching Methods," "Community College Curriculum," "Group Dynamics and Human Interaction," and "The Community College Student." The four mini-courses developed for classified personnel were "Classified Staff Orientation," "Office Practices," "Classified Staff Seminar," and "Skills Specialization Workshop." The survey instrument, a bibliography, and course outlines are appended. (Author/MB)

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# DESIGNING A STAFF DEVELOPMENT CURRICULUM FOR COMMUNITY COLLEGE PERSONNEL AT COLLEGE OF ALAMEDA

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

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## ABSTRACT

This practicum was the design of a staff development curriculum for college personnel at College of Alameda (COA). It was the second of two practicums related to the problem of staff development. The nature of this practicum was reflected in the problem of designing and implementing staff development and instructional improvement opportunities for personnel at COA. A part of the problem is caused by a low turnover of community college personnel, resulting in a need for frequent updating of their knowledge and skills. The practicum evolved out of: the results of a staff development needs questionnaire designed and distributed to all college personnel; concerns expressed by a college-wide staff development committee at COA for some type of staff development curriculum activity; and the President, COA, who expressed a similar concern. The procedures used in this practicum included making a simple count and a percentage count of responses to selected questionnaire statements which related to staff development curriculum concerns for college personnel. The results of the counts, and summarized listing of responses to selected questionnaire statements, indicated that faculty and classified personnel at COA, wanted some type of staff development curriculum design.

The practicum resulted in the design of nine mini-courses for college personnel at COA. Types of mini-courses

included: (a) exploring alternate teaching methods; (b) community college curriculum; (c) group dynamics and human interaction; (d) classified staff orientation; (e) office practices; and (f) classified staff seminar. Some of the recommendations made in this practicum were: (a) that all college faculty and staff have the opportunity to attend mini-courses; (b) that all staff development mini-courses be open to all campus personnel; (c) that the Staff Development Committee evaluate each mini-course at the end of each session; and (d) that the Staff Development Committee determine the number of courses to be offered, with one new course per quarter as a goal.

## INTRODUCTION

The purpose of this practicum was to design a staff development curriculum for college personnel as a component of staff development activities at College of Alameda (COA). This practicum was the second of two practicums related to the problem of staff development. This practicum was also used to implement the findings of a staff development needs questionnaire designed and conducted by the College-wide Staff Development Committee at COA.

The nature of the practicum is reflected in the problem of designing and implementing staff development and instructional improvement opportunities for college personnel at COA. A part of the problem is caused by a low turnover of staff/personnel, resulting in a need for frequent updating of their knowledge and skills. Another part of the problem is a dramatic increase in non-traditional students, e.g., returning women, minorities, developmentally disabled, physically handicapped, and aged who have special needs, and require new staff and program competencies.

It is felt that the design of a staff development curriculum would be characterized by: (a) providing opportunities for the staff at COA to learn and develop newer instructional strategies; (b) providing a framework for implementing better curriculum design and evaluative techniques;

and (c) providing opportunities for staff renewal and professional growth and development. To summarize the nature of this practicum, it is felt that with less turnover and less new blood, community colleges can no longer depend on new staff to help keep them vital; nor can instructors broaden perspectives simply by changing jobs. Instructional improvement programs and staff renewal efforts of various kinds have become a partial remedy for the foregoing condition.

The following reflect a brief description of how the study was carried out. First of all, the results of a staff development questionnaire were compiled and summarized. The Questionnaire (see Appendix A) was designed and conducted by the Staff Development Committee (SDC) at COA during the latter half of the 1976 academic year. Secondly, Eric Clearinghouse for Junior Colleges and The League for Innovation in the Community College Linking Project were used to help identify and gather pertinent data about community college with on-going staff development programs which included a staff development curriculum component. Data obtained from the foregoing sources were used to help formulate and conceptualize a design for a staff development curriculum for college personnel at COA. Based on an analysis by the SDC, of all collected data, a series of "mini-courses" were designed and recommended, to help meet staff development needs at COA. Finally, a traditional curriculum practice at COA is to divide the curriculum

into specific courses. The "mini-course" concept involves subdividing specific courses into small units, each of which may be considered a mini-course. Thus, a focal point of this practicum was to embrace the "mini-course" concept in designing a staff development curriculum.

## BACKGROUND AND SIGNIFICANCE

According to the Office of Personnel, College of Alameda (COA), the College has approximately: One Hundred ten full-time and one hundred thirty-seven part-time faculty; seventeen managers; and seventy-nine classified staff. The Registrar estimated that the College has grown from an enrollment of two thousand five hundred students in 1970, to approximately eight thousand two hundred day and evening students currently enrolled. As the College has grown, the needs of staff must be developed to meet any changing student needs.

The President, College of Alameda (COA) has expressed an interest in the development of a staff development program with a curriculum component for college personnel. The College-wide Staff Development Committee at COA has also expressed a similar interest. To date, staff development activities at COA have consisted of: Faculty Generated Projects (FGP), sponsored by the Faculty Senate; Faculty Initiated Projects Programs (FIPP) administered by Peralta Community College District Office; and conference travel. These non-programmatic, disjointed efforts constitute the extent of staff development at COA.

Thus, during the latter part of the 1976 academic year, the Staff Development Committee (SDC) distributed a staff development needs questionnaire to all college personnel.

This questionnaire was designed to assess staff development needs of personnel at the College.

A focal point of this practicum was to facilitate the needs expressed in that questionnaire. Briefly, some needs expressed were: seminars and workshops for all college personnel; knowledge of alternative teaching strategies; workshops designed to refresh and up-grade skills; improved communication between staff; and improved written and verbal skills. A staff development curriculum is no panacea for meeting the array of needs expressed, but it does provide a means by which solutions can be implemented and coordinated. For instance, developing newer instructional techniques and up-grading jcb skills can be advanced by staff development curriculum projects and activities held throughout the academic year.

A review of literature pertinent to community college staff development was used to document the relationship between the review and the practicum. A goal was to present significant data related to various aspects of the background and nature of the practicum rather than an exhaustive review. Another goal of this section was to make clear the manner in which the practicum topic related to the subject matter of the Module. A final goal was to establish a reasonable conceptual base from which the practicum evolved.

What is staff and faculty development? According to Jerry Gaff (1975: 14) it may be defined as enhancing the talents, expanding the interests, improving the competence, and otherwise facilitating the professional and personal growth of staff members. Bergquist and Phillips (1975: vii-viii) believed that, "it is primarily an attempt to improve the quality of the teaching taking place in individual classrooms by focusing on the individual faculty member and the issues that confront him as an instructor." Attempting to define staff development in terms of faculty alone is inadequate. The College is made up of different personnel segments. Therefore, for the purpose of this practicum, a better definition was provided by Dr. Chester H. Case in a position paper prepared for the Board of Governors, California Community Colleges. According to Dr. Case (1976: 2), staff development is a comprehensive network of interrelated activities conducive to the professional and personal growth of the personnel of the college, toward the ultimate end of improving learning opportunities for students. This definition, according to Dr. Case, embraces organizational development, program development, development of instructional strategies and delivery systems, as well as curriculum design and evaluative techniques. Thus, he tied his definition of staff development to ingredients of a program while positing student development. The definition also posited curriculum design, which is a focal

point of this practicum. Why program and staff development? It makes the college a better place for learners and teachers, as well as administrators and classified staff.

Once staff development curriculum designs can be developed around perceived needs, then participation and employee satisfaction may occur. Too often staff development activities such as staff development curriculum are started without ever asking anyone what they want or how they want it. One group of personnel that always seem to be overlooked is classified staff. Most of the dollars spent for current staff development activities are for faculty. Robert I. Barthlow (1973: 14), felt that, "too often we tend to overlook the obvious fact that our secretaries and maintenance personnel are often more permanent members of the community served by the college than are faculty and administration!" We, according to Barthlow, "should not overlook the chance to have those men and women become enthusiastic ambassadors of the college."

The literature regarding staff development stresses the needs of the community college. As a result of a changing social and educational environment, staff development activities and/or designs became easier to justify. Research indicates that there is a need for the development of all college personnel, but the how to? is the essential question. Roger H. Garrison (1975: 18-20) stated that, "Genuine in-service is not a luxury, not a frill, but emphatically the opposite: it is a means of keeping an expensive and sophisticated instrument

functioning at its best capacities, equipped to cope with change. It is certainly, too, a contribution to faculty and staff morale, which itself is a major ingredient of a college's usefulness to its students. A good in-service program is a college's way of saying to its personnel, "we care about you because we are giving you the means to keep on growing." The foregoing background references encapsulated the thrust of this practicum, that is, to provide a staff development curriculum design for college personnel as a means to keep staff renewal growing.

The American Association for Community Junior Colleges (AACJC) also acknowledged the critical need for staff development. Terry O'Banion (1973: 10-11) reported that the selection by AACJC of staff development as the theme for their second annual assembly was a major event.

"Faculty Development in a Time of Retrenchment" (1974) discusses the increased need for faculty development due to the effects of retrenchment and offers such solutions as rewards for individual initiative, assisted self-study, grants for teaching and intellectual mobility. Another rationale for staff development curriculum activities revolves around the unprepared student. K. Patricia Cross (1971: 13-16) sought to shed some light on the critical task of developing an education that will serve the needs of "new students" to higher education. Such needs as implied above could be met by some type of staff development activities inclusive of a staff development curriculum design.

What is a staff development curriculum? In Professional Staff Development: A Community College Model, Chester H. Case (1976:40-41), a professional development facilitator, felt that the term "curriculum" in its best sense refers to a sequence of teaching/learning activities organized to bring a specified group of learners to the attainment of stated goals and objectives. It is his premise that the advantage accrues to the staff development program that is conceptualized as a curriculum. For one thing, thinking in terms of curriculum planning is familiar to most educators; as they know how to do it. Further, to plan a curriculum, according to Case, forces attention to certain questions in a way that cannot but improve any staff development programming. Such questions as: Who are the learners?; What are their needs?; What is their readiness?; What is worth learning?; What is worth teaching?; What are the goals and objectives?; What instructional designs and instructional strategies and processes will best serve the learned?; How will the learner be evaluated?; and how will the teaching be evaluated? Case concludes by indicating that, to think of staff development as a curriculum is to couch staff development in terms of a learning model, a viewpoint that gives the program a direction that is humane, positive, growth oriented, and on going.

What is curriculum development? Herrscher and others (1973: 3) stated that, "as a core module, Curriculum Development was designed to assist the learner in the development of

skills, attitudes, and knowledge necessary to serve effectively in the position of teacher, counselor, or administrator, current or prospective." They further observed that, "the preservice training and the in-service development of community college teachers in an age that is experiencing an acceleration of scientific and technological advance creates complex problems for educational leaders. The obsolescence of skills, knowledge, and competencies in the teaching profession dictates the need for continuous in-service development. And, prospective teachers need to be trained in the use of media, equipment, and instructional methodology. In short, recent technological developments have sharpened the awareness of, and the need for, educational innovations which contribute to more effective teaching." While the foregoing focused on an inter-relationship between curriculum development, preservice training, and in-service development, it also posited the need for development of a staff development curriculum.

Ralph Tyler in his book, Basic Principles of Curriculum and Instruction (1949) presented other viewpoints on curriculum development. He offered a comprehensive model for justifying the selection of educational ends. The purpose of using such a model was to encourage the instructor to take into account relevant sources of data in the derivation of instructional objectives. The three sources of objectives were: Source One, The Learner; Source Two, The Society; and Source Three, The Subject Matter of Discipline. Objectives selected from

the three sources above are examined, or "screened," according to Tyler, in terms of: Screen One, Philosophy of Education; and Screen Two, Psychology of Learning.

In another related publication, Toward Instructional Accountability (1973: 17-20), Herrscher focused on instructional improvement through a systematic approach. He conceptualized six steps: (1) Rationale; (2) Specific Instructional Objectives; (3) Pre-assessment; (4) Learning Activities; (5) Post-Assessment; and (6) Revision. These steps, he felt, were necessary to function effectively as a curriculum designer.

In concluding the Background and Significance, support for, and a definition of, "mini-courses" are offered. Postlethwait and Russell (1973: 24) defined "mini-course" as, "a self-contained instructional package dealing with a single conceptual unit of subject matter. It is an attempt to individualize learning by enabling the student to proceed independently through the material." They felt strongly that mini-courses are the style of the future. They concluded by indicating that, "mini-courses offered a vehicle for involving students in active, meaningful learning. With little ingenuity and creative application, mini-courses could provide equal opportunity education for people in all walks of life. The utilization of mini-courses is limited only by the imagination of their users." Thus, as a model, mini-courses offered a vehicle for designing a staff development curriculum for college personnel at COA.

## PROCEDURES

The procedures undertaken in this practicum were as follows: (1) summarizing the results of a staff development questionnaire (see Appendix A) which included designing three tables; (2) surveying pertinent literature to find data relevant to designing a staff development curriculum for community college personnel; (3) attending a conference on staff development in the community college; (4) defining mini-courses for a staff development curriculum at College of Alameda (COA); and (5) recommending a series of mini-courses for a staff development curriculum for college personnel at COA.

According to the Staff Development Committee (SDC) at COA, the Staff Development Questionnaire (see Appendix A) was originally designed and field tested by Clare Rose, Center for Professional Development, California State University and Colleges. The Committee modified the original questionnaire in order to make it specifically responsive to the needs of COA.

The SDC distributed, via mail boxes, questionnaires to all college personnel (certificated, classified and management), during the latter part of the 1976 academic year. All personnel were instructed to return the completed questionnaires to a box marked, "Staff Development Questionnaires," located in the lobby of the College's Mailroom. A master list of all

persons employed at the College was used to identify and categorize returned questionnaires.

A Sub-Committee of the SDC was formed to compile the results of the Staff Development Questionnaire. The Sub-Committee decided to compile questionnaire responses into two categories, certificated (faculty) and classified staff. The categories were established by the Sub-Committee in order to gain insights about the needs of personnel at the College. The Sub-Committee did not establish a category for management personnel responses. A two-part report based on the summarized results was compiled and presented at an off-campus retreat meeting of the SDC during the Fall Quarter, 1977. The SDC of the whole accepted the report and decided that eight activities listed under Questionnaire Statement Three pertained to faculty and classified staff curriculum needs. The Committee also agreed that selected responses to Questionnaire Statements Two(b) and Five should be reflected in the summarized results. The SDC further decided that compiled questionnaire data should be used as a basis for designing staff development curriculum activities for personnel at COA. As an outgrowth of the foregoing decisions, the Committee presented all data to the writer. Thus, for the purpose of this practicum, the writer, in consultation with the SDC, eliminated those sections inappropriate to this study. Three tables were designed to illustrate the results of the responses

to the following sections of the Questionnaire: eight selected items from Section Three, illustrated in Table 1; Section 4a illustrated in Table 2; and 4b, Table 3. Construction of tables was not stated as a procedure in the practicum proposal because it could not be anticipated the manner in which the SDC would treat the Staff Development Questionnaire data.

It was also decided that some questionnaire data should be summarized by making a simple count of responses and a percentage count of those responding to certain items. The writer and the SDC felt that this procedure would help provide clarity and conciseness in discussing the results. Finally, summary statements were written to illustrate responses to selected questionnaire statements (statement 2b and five).

The next phase of the procedures involved conducting a search to find pertinent data relevant to designing a staff development curriculum for community college personnel. The following sources were used: (1) American Association of Community and Junior Colleges (AACJC) National Network for Staff and Organizational Development; (2) the League for Innovation in the Community College Linking Project; and (3) Eric Clearinghouse for Junior Colleges.

Another aspect of the procedures included attendance at a staff development conference: "Staff Development in the

Community College," a three-day conference, sponsored jointly by Los Medanos College and W. K. Kellogg Foundation at Kellogg Center West, Pomona, California. The Conference was held January 20-22, 1977. Data gathered in this manner was used by the SDC to help conceptualize the design for a staff development curriculum for college personnel at COA.

Three criteria used to analyze such data were: (1) soundness in planning; (2) success in operation; and (3) clarity of organization. Attendance at this conference precluded making visits to community colleges as was proposed in the practicum proposal.

Based on all collected and analyzed data, a series of mini-courses were designed for faculty and classified staff at COA. Mini-courses were designed to include: course description; overview and rationale; goals; contents; and method and materials. The curriculum design also included a plan for its evaluation.

A final step in the procedures included: recommending the "Series of Mini-Courses" to the SDC and a plan to implement the Series as a part of the college's planned sequence of activities to help meet staff development needs.

## RESULTS

The results are presented in three parts. Part I summarizes faculty and classified responses to Questionnaire Statement 2b. Part II contains three tables which illustrate summarized results of faculty and classified responses to items three, 4a, and 4b of the Questionnaire. Descriptive statements follow each table. Part III contains summarized responses to Statement Five of the Questionnaire.

| | |
|---|---|
| Total Questionnaires Distributed: | 250 |
| Number of Questionnaires Returned: | 105 |
| Total Classified Questionnaires Returned: | 24 |
| Total Faculty Questionnaires Returned: | 81 |

### Part I

Question 2b. Please describe briefly what would most help you improve your job assignment (aside from release time or additional resources).

Faculty Responses

- Additional teaching hours.
- More and improved audio-visual materials; knowledge of students' potential and probable future education.
- Smaller classes.
- Updated information re: employment potential for current and future students; training in crisis counseling; new programs and services.
- A better classroom with more chalkboard space.

- A clearer understanding of student learning needs and how to improve instructional effectiveness.
- Communication between disciplines.
- More direct contact with peers.
- A professional specialized resource person on campus to aid instructors in the use of and development of educational technologies (Individualized Instructional Methods, Audio-Tutorial Developments, etc.).
- Campus seminars and workshops where instructors and experts share instructional ideas.
- Attending more clinics.
- Latest teaching methods.
- Some testing to help direct students into classes for which they are prepared.
- Probably more knowledge about our students and their capabilities.
- Alternative strategies.
- Application of motivational theory to learning.
- Constant professional feedback.
- Opportunity for all faculty to meet, discuss, and exchange ideas.

Classified Responses

- Workshops designed to refresh and up-grade skills.
- A staff lounge (faculty and classified) with adequate facilities.
- More cooperation from and among divisional personnel.
- Administrative trust and support.

- Improve written and verbal skills.
- A workshop for Library Technicians.
- Opportunities to take more academic courses, in order to provide better services to students.
- Better communication concerning the various service/activities on campus.
- Better support from supervisory personnel.
- A concise job description.

Part II

Table 1

Question 3. Please help us in designing our staff development program by placing a check in the appropriate column indicating how valuable the following kinds of activities would be to you. In the column at the far right, place a check next to those activities in which you would be willing to participate.

F -- Faculty
S -- Classified Staff

| | (1) Very Valuable | F | S | (2) Moderately Valuable | F | S | (3) Not Very Valuable | F | S | (4) Willing to Participate | F | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Learn more about community college curriculum | 63 | 51 | 12 | 30 | 22 | 8 | 12 | 9 | 3 | 40 (38.0%) | 33 | 7 |
| c. Share my attitudes and values about working with my colleagues. | 47 | 34 | 13 | 29 | 20 | 9 | 10 | 9 | 1 | 34 (32.3%) | 25 | 9 |
| d. Learn more about principles of learning | 65 | 51 | 14 | 30 | 22 | 8 | 10 | 8 | 2 | 39 (37.1%) | 31 | 8 |
| f. Learn about students' learning styles, characteristics and needs | 69 | 56 | 13 | 17 | 9 | 8 | 7 | 5 | 2 | 41 (39.0%) | 33 | 8 |
| g. Improve job skills by experimenting with different methods | 58 | 41 | 17 | 25 | 20 | 5 | 5 | 4 | 1 | 36 (34.2%) | 28 | 8 |
| h. Learn about working in a new specialty within or outside my own job area | 42 | 26 | 16 | 37 | 32 | 5 | 8 | 6 | 2 | 33 (31.4%) | 25 | 8 |
| i. Develop personal, organizational, management, and leadership skills | 46 | 29 | 17 | 27 | 24 | 3 | 11 | 8 | 3 | 26 (24.7%) | 19 | 7 |
| l. Learn more about student advising | 42 | 30 | 12 | 33 | 26 | 7 | 11 | 6 | 5 | 25 (23.8%) | 18 | 7 |

Fifty-one faculty and twelve classified staff felt that learning more about community college curriculum (3a.) would be very valuable. Thirty-three faculty and seven classified indicated a willingness to participate. Twenty-two faculty and eight classified felt that learning about community college curriculum would be moderately valuable, while nine faculty and three classified indicated it was not very valuable.

Thirty-four faculty and thirteen classified staff felt that sharing attitudes and values about working (3c.) would be very valuable. Twenty-five faculty and nine classified indicated a willingness to participate. On the other hand, twenty faculty and nine classified felt item 3c. was moderately valuable.

Fifty-one faculty and fourteen classified felt that learning more about principles of learning (3d.) would be very valuable, while twenty-two faculty and eight classified felt 3d. would be moderately valuable. Thirty-one faculty and eight classified were willing to participate. Also, eight faculty and two classified felt 3d. was not very valuable.

Fifty-six faculty and thirteen classified felt that learning about students' learning styles, characteristics and needs (3f.) would be very valuable. Thirty-three faculty and eight classified indicated a willingness to participate. Nine faculty and eight classified felt that 3f. was moderately valuable, while five faculty and two classified felt it was not very valuable.

Forty-one faculty and seventeen classified felt that experimenting with different methods to improve job skills (3g.) was very valuable, while twenty faculty and five classified felt it was moderately valuable. Twenty-eight faculty and eight classified indicated they would be willing to participate. Four faculty and one classified felt 3g. was not very valuable.

Twenty-six faculty and sixteen classified felt that learning to work in a new specialty within or outside their job area (3h.) would be very valuable, while thirty-two faculty and five classified felt that 3h. was not very valuable. On the other hand, twenty-five faculty and eight classified felt that they would be willing to participate in 3h.

Twenty-nine faculty and seventeen classified felt that developing personal, organizational, management, and leadership skills (3i.) would be very valuable. Nineteen faculty and seven classified were willing to participate in 3i., while eight faculty and three classified felt it was not very valuable. Also, twenty-four faculty and three classified indicated that 3i was moderately valuable.

Thirty faculty and twelve classified felt that learning more about student advising (3l.) was very valuable. Twenty-six faculty and seven classified felt that 3l. was moderately valuable. Six faculty and five classified felt it was not very valuable. Eighteen faculty and seven classified felt they would be willing to participate in 3l.

Table 2

Question 4. a. Please indicate which of the following formats would be of value to you for staff development workshops, seminars, or other activities, by placing a check in the appropriate column. If you would be willing to participate in one or more of these, indicate by placing checks in the far right-hand column.

| | | (1) Very Valuable | F | S | (2) Moderately Valuable | F | S | (3) Not Very Valuable | F | S | (4) Willing to Participate | F | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (1) | On-campus workshops, 2 hours | 34 | 24 | 10 | 23 | 15 | 8 | 11 | 9 | 2 | 32 (30.4%) | 24 | 8 |
| (2) | On-campus workshops, half-day | 28 | 19 | 9 | 32 | 26 | 6 | 10 | 6 | 4 | 28 (26.6%) | 22 | 6 |
| (3) | On-campus workshops, full-day | 20 | 14 | 6 | 26 | 22 | 4 | 13 | 9 | 4 | 28 (26.6%) | 21 | 7 |
| (4) | Off-campus workshops, two days | 14 | 8 | 6 | 16 | 12 | 4 | 23 | 18 | 5 | 19 (18.0%) | 13 | 6 |
| (5) | Off-campus workshops, one week | 9 | 6 | 3 | 13 | 12 | 1 | 32 | 22 | 10 | 13 (12.3%) | 10 | 3 |
| (6) | Off-campus College-wide Retreat, full day | 25 | 18 | 7 | 18 | 14 | 4 | 17 | 11 | 6 | 28 (26.6%) | 22 | 6 |
| (7) | On-campus Staff Talent Show and/or "Anything Goes" Activity | 8 | 6 | 2 | 10 | 8 | 2 | 33 | 23 | 10 | 15 (14.2%) | 13 | 2 |
| (8) | Other - Please specify | | | | | | | | | | | | |

F - Faculty S - Classified Staff

Twenty-four faculty and ten classified felt that two hour on-campus workshops were very valuable. Fifteen faculty and eight classified felt that this format was moderately valuable. Nine faculty and two classified indicated that it was not very valuable. Twenty-four faculty and eight classified were willing to participate in two hour on-campus workshops.

Nineteen faculty and nine classified indicated that half-day on-campus workshops were very valuable. Twenty-six faculty and six classified felt that this format was moderately valuable. Six faculty and four classified indicated that it was not very valuable. Twenty-two faculty and six classified were willing to participate in half-day on-campus workshops.

Fourteen faculty and six classified indicated that full-day on-campus workshops were very valuable. Twenty-two faculty and four classified felt that full-day on-campus workshops were moderately valuable. Nine faculty and four classified indicated that this format was not very valuable. Twenty-one faculty and seven classified indicated a willingness to participate in this type of format.

Eight faculty and six classified indicated that off-campus workshops lasting two days would be very valuable. Twelve faculty and four classified felt that this format was moderately valuable. Eighteen faculty and five classified felt that it was not very valuable. Thirteen faculty and

six classified indicated that they would be willing to participate in a two-day off-campus workshop.

Six faculty and three classified indicated that one week off-campus workshops were very valuable. Twelve faculty and one classified indicated that this format was moderately valuable. Twenty-two faculty and ten classified felt that one week off-campus workshops were not very valuable. Ten faculty and three classified indicated a willingness to participate in this type of format.

Eighteen faculty and seven classified indicated that a full-day off-campus college-wide retreat would be very valuable. Fourteen faculty and four classified felt that this type of format was moderately valuable. Eleven faculty and six classified indicated that the format was not very valuable. Twenty-two faculty and six classified indicated that they would be willing to participate in a full-day off-campus college-wide retreat.

Other formats indicated were:

(a) once every three months;

(b) once a year for one day;

(c) once a quarter;

(d) upon faculty demand;

(e) once every other month; and

(f) once a month.

Table 3

Question 4. b. How Often would you like some form of workshop to be held?

| Total | | F | S |
|---|---|---|---|
| 63 | (1) Once a month | 45 | 18 |
| 8 | (2) Twice a month | 3 | 5 |
| 3 | (3) Once a week | 2 | 1 |

F - Faculty S - Classified Staff

Forty-five faculty and eighteen classified indicated that they would like some form of workshop twice a month. Three faculty and five classified indicated they would like a workshop twice a month. Two faculty and one classified wanted a workshop to be held once a week.

Part III

Question 5: In your opinion, what is the single most important change that could be made at College of Alameda to improve the quality of instruction and supportive services?

Faculty Responses

- On or off-campus workshops.
- Administrative encouragement and support for appropriate in-service training.
- The creation of a comprehensive learning assistance and basic skills program.
- Better organized curriculum planning and more flexible course offerings.
- Solving the increasing attrition rate.
- This item should be the subject of a workshop.

- More contact between teachers, classified and administrators. We are strangers!

- Set up a series of workshops based on the needs expressed in this questionnaire.

- Delegate more authority to others for planning curriculum, workshops, etc.

- More direct communication about innovative programs with administration, and more efforts on the part of the administration to create more innovative programs.

- More requiring of essay type writing with EVERY instructor being a teacher of language arts, and not merely a teacher of facts.

- Increase the money for attendance at clinics, conventions and workshops.

- Encourage attendance at and participation in professional meetings in each faculty member's discipline.

- Workshops and seminars.

- An extensive remedial program in reading and writing skills.

- Extensive summer on-campus workshops headed by experts in the development of new instructional technologies directly applicable to the classroom.

- A professional library.

Classified Responses

- Better communication -- more directness and honesty.

- Leadership/competent leadership.

- Providing the opportunities, the means, and the nurturing climate for the optimum development of talents of each member of the college community to improve all aspects of instruction and supportive services. This can be accomplished through:

1. A specific staff development program for each individual.

2. Specific staff development group activities.

3. A facility to encourage contact, formal and informal, on a continuing day-to-day basis.

- "Teach-ins" or joint workshop sessions.

- Better support services.

- Improved communications by means of informative publications (memos, etc.).

- Decrease class size -- this could help instructors spend more time with students.

- Insist that everyone carry his/her weight, by proper supervision. Turn in honest evaluations of fellow staff.

- Staff development is very necessary at this time at COA.

- Create an atmosphere in which people from all levels of campus life participate in the overall operation of the college. Encourage communication and harmony between classified. certificated, administrators and students. In other words, human concerns and needs should take priority over bureaucracies.

## DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

### Discussion

The following section presents a discussion of data contained in the Results section of this practicum. Implications and Recommendations follow the Discussion.

Faculty responses to statement 2b, of the questionnaire, indicated diverse needs to improve their job assignment. The responses ranged from: additional teaching hours and smaller classes; seminars and workshops; communication between disciplines; more knowledge about students and their learning capabilities; to the need to know more about the latest teaching methods. Although no consensus could be gleaned from such data, there was an indication of a need for some type of staff development curriculum within the scope of those responses.

There were some similarities in the classified responses to statement 2b. Their responses ranged from: workshops designed to up-grade skills; opportunities to take more academic courses; better communication concerning the various services on campus and more cooperation; to activities designed to improve written and verbal skills.

All responses should be considered for their merits. However, it is not within the scope of this practicum to analyze each response but to accommodate by designing a staff

development curriculum for college personnel at College of Alameda (COA).

Faculty and classified responses to Questionnaire Statement Three (see Table 1) presented some definitive data. The major purpose of that section of the questionnaire was to determine if there was any interest in staff development and, if so, in what types of development activities. The total numbers of those willing to participate, in the eight selected categories of activities listed in Question Three, ranged from twenty-five to forty-one. The percentages ranged from 23.8% to 39.0%. Not only how one participates in a curriculum activity, but who, was a concern. Working together and participating together in staff development curriculum activities is, of course, important. The importance is underscored by classified and certificated staffs consciously working together in a planned program of curriculum activities. These efforts can help all members of the college community realize their potential, so they, in turn, can help students realize theirs.

Fifty-six faculty, the greatest number of total responses in Table 1, felt that a selected activity was very valuable. On the other hand, seventeen classified staff was the largest number of total responses in Table 1 who felt that a particular activity was very valuable. These numbers, though not a consensus, were a positive indication that some personnel at COA felt that selected staff development

activities were very valuable. It could be assumed that participation in those selected activities listed in Table 1 would lead to student development. It is also felt that the quality of learning for students depends upon the quality of teaching that is provided or the quality of administering, or the quality of counseling, or the quality of custodianing, or the quality of secretarying. The quality of education in the community college does not depend upon the facilities; the addition of new programs; or whether or not you can continue to attract new students to the institution. The quality of education in the community college depends upon the quality of the staff. Therefore, it makes good sense that the data presented in Table 1 is used as a basis for designing a curriculum for staff development at COA.

Section 4a. (see Table 2) of the questionnaire provided data on possible formats for staff development activities. The responses to the suggested formats served as guidelines for determining what specific types of activities would be designed and scheduled. The data revealed twenty-four faculty and ten classified staff felt that on-campus workshops lasting two hours would be very valuable. Also, twenty-four faculty and eight classified would be willing to participate in two hour on-campus workshops. This data was felt to be useful because the time frame and format would be conducive to designing staff development mini-courses for college personnel at COA.

Nineteen faculty and nine classified indicated that half-day on-campus workshops would be very valuable. Twenty-two faculty and six classified responded that they would be willing to participate in this type of workshop format. Responses to these types of workshops served to indicate that mini-courses should be designed to fit and/or accommodate one of these formats. Although the number of responses to an off-campus, full-day retreat were similar, it was more economically feasible to try and design on-campus staff development curriculum activities for the College.

Item Seven, Table 2, according to the SDC, was designed to elicit responses from college personnel about "fun" type social activities for promoting staff morale. Thus, the item has no relevance to the design of a staff development curriculum.

Data from Table 3 indicated that both faculty and classified staff indicated a preference for some form of workshop activities to be held once a month. Again, this type of data provided a rationale for designing mini-courses.

It should be noted here that only three administrators returned questionnaires. The writer and the SDC agreed that data from these questionnaires should not constitute a category for administrator. However, the Committee agreed that a staff development curriculum should be designed for participation by all college personnel at COA.

The SDC and the writer agreed that there were some basic flaws in the questionnaire. However, the advice provided by Dr. Chester Case, at the Staff Development Conference in Pomona, California, "that just because someone indicates a lack of interest in a staff development activity, does not mean that he doesn't need it," was useful to the final outcome of this practicum.

It is well known and accepted that community colleges are called upon to deliver a special kind of educational service. These colleges are usually characterized as "open door" institutions which attempt to meet the needs of a heterogeneous clientele through a wide variety of educational services. They provide academic education, career entry education, developmental (remedial) education, adult-continuing educations, educational advisement, career counseling, personal guidance, and community leadership. Community colleges have accepted the awesome responsibility of making the American dream of universal post-secondary education a reality. It is felt that the most frightening aspect of this responsibility is that the personnel associated with community colleges are ill-equipped to handle the task. Therefore, it can be concluded that the highest priority must be given to the establishment of a viable staff development curriculum design for college personnel at COA.

Implications

The development and distribution of the Staff Development Questionnaire by the College-wide Staff Development Committee has had an effect on the College of Alameda (COA). The establishment of the Committee, whose responsibilities were to coordinate staff development activities, influenced the nature of the College. College philosophy, curriculum and personnel needs, and organizational structures are shaped by the personal growth that takes place as a result of development activities. The Staff Development Committee's recognition of the challenge of change by preparing for staff obsolescence, changing student population, and economic pressure is in itself a major step in the total growth of college goals, staff renewal, and rearrangement of needs and priorities. Implications will result from the evaluation of staff development curriculum activities for personnel at COA. The curriculum activities should be designed to provide the following:

1. An opportunity for all college personnel to improve their performance and up-grade skills.
2. Education, training (via workshops and/or seminars) and practice in the development and delivery of new educational services for new community college clientele.
3. A focal point for harmonious exchange of ideas between and among college personnel with both differing and similar assignments.
4. A vehicle for the solution of problems and the reordering of priorities.

5. Support (fiscal and psychological) for research and development that is related to the improvement of existing educational services and/or development of new educational services.

6. Provisions for enhancing institutional climate for improved staff morale.

All of the above would be in concert with the data generated from the results of this practicum, especially the faculty and classified responses to Questionnaire Statement Number Five. However, the real test will be innovations resulting from the staff development curriculum design becoming a guide to other community colleges facing similar problems of designing a staff development curriculum for college personnel.

Recommendations

The results of the Staff Development Questionnaire indicated that faculty at COA were interested in:

(a) Alternative teaching methods

(b) Community college curriculum

(c) Group dynamics and human interaction

(d) The community college student

(e) Workshops/seminars

The Questionnaire results also indicate that classified staff were interested in:

(a) Improvement of job skills (new and refresher courses)

(b) Group dynamics and human interaction

(c) Classified staff orientation

(d) Skills specialization workshop

(e) Workshops/seminars

Interest indicated in the above activities by faculty and staff was rationale for designing a series of mini-courses for a staff development curriculum at COA. Thus, as a result of the data and to meet staff development needs as indicated, the following recommendations were made:

1. That the Staff Development Committee approve the attached mini-course outlines for faculty and staff as part of COA's Staff Development Curriculum for College Personnel.

2. That the attached courses are to be offered as needed, as regular COA courses with any A.D.A. (Average Daily Attendance) collected to assist in defraying costs.

3. That all college faculty and staff have the opportunity to attend such mini-courses.

4. That all staff development mini-courses be open to all campus personnel.

5. That the Staff Development Committee evaluate each mini-course at the end of each session to assist in determining effectiveness by:

   (a) designing an evaluation instrument that makes use of a series of ten-to-twenty questions, with headings related to characteristics of mini-courses. The characteristics are: (1) Learning Experiences; (2) Role of Teacher; (3) Objectives; (4) Selections; (5) Rote; (6) Strategies and Media; (7) Individualization; (8) Participation; (9) Individual

Differences; (10) Time; (11) Freedom; (12) Reinforcement; (13) Testing; (14) References; (15) Mastery; (16) Testing; (17) Revisions; (18) Flexibility; (19) Course Success; and (20) Student Failure.

6. That the above recommended designs also include a form of the Likert Scale wherein summated scores over a number of items are workable. Sample recommended questions appear below:

   (a) The objectives of the mini-course were clearly stated or defined.

   ____Strongly Agree ____Agree ____Undecided

   ____Disagree ____Strongly Disagree

   (b) The mini-course format and activities were well chosen in terms of the course objectives.

   ____Strongly Agree ____Agree ____Undecided

   ____Disagree ____Strongly Disagree

   (c) The Strategies and Media used were useful and interesting.

   ____Strongly Agree ____Agree ____Undecided

   ____Disagree ____Strongly Disagree

   (d) The Teacher/Presentor(s) were knowledgeable and well prepared.

   ____Strongly Agree ____Agree ____Undecided

   ____Disagree ____Strongly Disagree

   (e) The course content was relevant to my professional needs.

   ____Strongly Agree ____Agree ____Undecided

   ____Disagree ____Strongly Disagree

7. That each mini-course is designed to last from four to eight weeks depending upon the course and content to be mastered.

8. That the Staff Development Committee evaluate recommendations for other course topics and implement courses in which sufficient interest is indicated.

9. That the Staff Development Committee determine the number of courses to be offered with one new course per quarter as a goal.

Specific Mini-Courses Recommended

A. Faculty

- Staff Development 100 - Community College Staff Development
- Staff Development 101 - Exploring Alternate Teaching Methods
- Staff Development 102 - Community College Curriculum
- Staff Development 103 - Group Dynamics and Human Interaction
- Staff Development 104 - The Community College Student

To provide needed flexibility to meet individual needs, each of the described mini-courses were designed as umbrella courses. Staff Development 100 was recommended as the umbrella course for other topics of interest expressed by faculty and staff members.

B. Classified Staff

- Staff Development 105 - Classified Staff Orientation
- Staff Development 106 - Office Practices
- Staff Development 107 - Classified Staff Seminar
- Staff Development 108 - Skills Specialization Workshop

Course outlines (see Appendix B) were recommended for approval by the Staff Development Committee at College of Alameda.

The purpose and process represented in this practicum reflected some of the most important problems faced by College of Alameda. Staff development, through planned activities, such as the series of mini-courses recommended, was viewed as fundamental to bring about improvement and/or positive change at the College. Other community colleges in California and the rest of the nation also viewed staff development activities as a means of serving the diverse student population who entered the open doors of the college.

The decision of College of Alameda to adopt the recommendations may not only serve that institution but also be useful to other institutions to meet similar needs.

# APPENDIXES

APPENDIX A

STAFF DEVELOPMENT QUESTIONNAIRE

NAME_____

1. The words, "staff development," can be defined in many ways. Please describe briefly what "staff development" means to you. (Please be as specific as you can.)

_____

_____

2.a. What is your present job assignment?

_____

2.b. Please describe briefly what would most help you improve your job assignment (aside from release time or additional resources).

_____

_____

3. Please help us in designing our staff development program by placing a check in the appropriate column indicating how valuable the following kinds of activities would be to you. In the column at the far right, place a check next to those activities in which you would be willing to participate.

| | (1) Very Valuable | (2) Moderately Valuable | (3) Not Very Valuable | (4) Willing to Participate |
|---|---|---|---|---|
| a. Learn more about community college curriculum. | | | | |
| b. Have others assess my job performance | | | | |
| c. Share my attitudes and values about working with my colleagues. | | | | |
| d. Learn more about principles of learning. | | | | |

| | (1) Very Valuable | (2) Moderately Valuable | (3) Not Very Valuable | (4) Willing to Participate |
|---|---|---|---|---|
| e. Learn more about building a positive learning climate in the classroom. | | | | |
| f. Learn about students' learning styles, characteristics and needs. | | | | |
| g. Improve job skills by experimenting with different methods. | | | | |
| h. Learn about working in a new specialty within or outside my own job area. | | | | |
| i. Develop personal, organizational management, and leadership skills. | | | | |
| j. Learn more about job evaluation, processes and procedures. | | | | |
| k. Learn more about college and community resources. | | | | |
| l. Learn more about student advising. | | | | |

4.a. Please indicate which of the following formats would be of value to you for staff development workshops, seminars, or other activities by placing a check in the appropriate column. If you would be willing to participate in one or more of these, indicate by placing checks in the far right-hand column.

| | (1) Very Valuable | (2) Moderately Valuable | (3) Not Very Valuable | (4) Willing to Participate |
|---|---|---|---|---|
| (1) On-campus workshops, 2 hours | | | | |
| (2) On-campus workshops, half day | | | | |
| (3) On-campus workshops, full day | | | | |

| | (1) Very Valuable | (2) Moderately Valuable | (3) Not Very Valuable | (4) Willing to Participate |
|---|---|---|---|---|
| (4) Off-campus workshops, two days | | | | |
| (5) Off-campus workshops, one week | | | | |
| (6) Off-campus College-Wide Retreat, full day | | | | |
| (7) On-campus Staff Talent Show and/or "Anything Goes" Activity | | | | |
| (8) Other - Please specify | | | | |

b. How often would you like some form of workshop to be held?

_____ (1) Once a month

_____ (2) Twice a month

_____ (3) Once a week

5. In your opinion, what is the single most important change that could be made at the College of Alameda to improve the quality of instruction and supportive services?

_____

_____

_____

_____

_____

_____

_____

6. If you are willing to serve as a resource person, please identify yourself and your resource area.

NAME_____ RESOURCE AREA_____

RETURN questionnaire to the SD box - located in the lobby leading to the Mailroom.

APPENDIX B

COURSE OUTLINE

Course Description

Staff Development 100 - Community College Staff Development

Two-Hour Seminar/Practicum

Overview and Rationale

For flexibility and innovation to be a part of the staff development activities at College of Alameda, a course with total topic flexibility is necessary.

Content

The content of the course will vary as the faculty expresses interest. Seminar participants and the needs of seminar participants will strongly influence the seminar content. Some of the emphasis may be:

1. Human Potential Model
2. Simulation and Gaming
3. Goal setting, analysis and clarification
4. Human relations and communication skills
5. Collaborative decision making
6. Honesty and affection
7. Friendship patterns
8. Financial security/retirement problems

## COURSE OUTLINE

### Course Description

Staff Development 101 - Exploring Alternate Teaching Methods
Two-Hour Seminar/Practicum

### Overview and Rationale

This seminar, as designed, represents a part of the staff development activities at College of Alameda for staff members of the college, as well as for interested persons outside the college. Using "real life" examples as a basis for discussion, the seminar/practicum introduces a variety of instructional styles to the seminar participants. The seminar intends to explore the ongoing need of instructors for exposure to various styles and provide the environment for periodic self-examination and evaluation.

### Goals

1. To present for analysis and evaluation a wide variety of teaching styles.
2. To explore and evaluate theories of instruction and techniques of observing and measuring performance.
3. To provide participants with the opportunity to evaluate their own instructional styles, with feedback from the seminar participants.
4. To encourage participants to develop an effective personal style with which each can feel confidence and enjoyment.

5. To introduce basic aspects of a wide-range of instructional strategies.

Contents

The needs of the seminar participants will strongly influence the choice of topics which will be selected to cover a wide-range in a short period of time.

1. Instructional strategies
    - 1.1 Lecturing
    - 1.2 Discussing
    - 1.3 Teaching/learning through student groups
    - 1.4 Playing roles
    - 1.5 Playing simulation games
    - 1.6 Exercising value clarification
    - 1.7 Demonstrating in a laboratory setting
    - 1.8 Instructing using computers
    - 1.9 Individualizing instruction
2. Communications
    - 2.1 Giving directions
    - 2.2 Listening and being listened to
    - 2.3 Asking questions and answering
    - 2.4 Giving and receiving non-verbal signals
3. Issues and concerns
    - 3.1 Managing classrooms
    - 3.2 Generating motivation
    - 3.3 Maintaining interest
    - 3.4 Building variety
    - 3.5 Assessing personal strengths and weaknesses

## COURSE OUTLINE

**Course Description**

**Staff Development 102 - Community College Curriculum**

**Two-Hour Seminar/Practicum**

**Overview and Rationale**

This course, offered as part of College of Alameda's Staff Development Activities Program, assumes a basic familiarity with terms and concepts. The seminar emphasizes applied learning experiences, with each participant being asked to identify his/her goals and objectives and apply these to an individual project. Curriculum designs developed by seminar participants may be tested in his/her classroom.

Goals

1. To analyze the implications of College of Alameda philosophy and commitments to curricular design.
2. To examine issues and concerns related to large scale curricular planning.
3. To consider the means of including the concerns of minorities and women into the curriculum.
4. To ask questions concerning the relationship between societal issues and cirriculum development.
5. To analyze the relationship between the needs of individual students and the demands on curricular design.

Content

The expressed needs of the seminar participants will determine the specific course content which may, in varying degree, be any of the following:

1. Motivation and learner readiness
2. Student attitudes and behavior patterns relating to studying or to class participation
3. Selection of materials with the consideration of levels of difficulty
4. Sequence of learning tasks
5. Hierarchies of complexity transformed into learning tasks
6. Ethical issues as related to the selection of material, the fairness and opportunity to learn, and the evaluation and grading plans
7. Concepts
   - 7.1 Instructional objectives, behavioral objectives
   - 7.2 Competency learning
   - 7.3 Auto-tutorial
   - 7.4 Mediated instruction
   - 7.5 Multi-cultural education
   - 7.6 Domains of learning (Bloom)
   - 7.7 Individual differences
   - 7.8 Learning contracts
   - 7.9 Plural pursuits
   - 7.10 Metacurriculum and "environmental press"

8. Processes
   - 8.1 Preparation of quizzes and exams, summative and formative evaluation
   - 8.2 Option for grading systems
   - 8.3 Preparation and use of handouts
   - 8.4 Development of lesson unit plans, with or without existing course outlines
   - 8.5 Development of course outlines
   - 8.6 Plans for multi-level goal attainment, e.g., learning in the cognitive, affective, and skills domain
9. Issues and Concerns
   - 9.1 Exploration of criteria for selecting that which is to be taught
   - 9.2 Selection of materials in reference to levels of difficulty and learner readiness
   - 9.3 Appraisal of learner readiness
   - 9.4 Incorporation of developmental education goals into course work
   - 9.5 Definition and implementation of standards
   - 9.6 Inter and intra disciplinary approaches
   - 9.7 Relation of curriculum to college goals and commitments

## COURSE OUTLINE

### Course Description

Staff Development 103 - Group Dynamics and Human Interaction
Two-Hour Seminar/Practicum

### Overview and Rationale

This seminar, as designed, represents a part of the Staff Development Program at College of Alameda for staff members of College of Alameda, as well as for interested persons outside the college. This seminar introduces and utilizes a variety of techniques in the area of group dynamics and human interaction.

### Goals

1. To present an analysis and evaluation of current trends in group dynamics and human interaction in higher education.
2. To participate in a variety of activities aimed at developing positive attitudes and self maturation among college faculty.

# COURSE OUTLINE

## Course Description

Staff Development 104 - The Community College Student

Two-Hour Seminar/Practicum

## Overview and Rationale

The seminar, designed as part of the Staff Development activities at College of Alameda, provides the participant with a thorough, analytical look at student characteristics and their implications at the college.

## Goals

1. To enumerate and analyze student characteristics and their significance to the college.
2. To explore the relationship between the community and student characteristics.
3. To relate student and community problems to the college program

## Content

Topics may include:

1. Interaction between students and college personnel
2. Community characteristics
3. Review of student services and the instructional program

Materials and Methods

The course will be conducted in the seminar format including: readings, guest speakers, simulations, and games.

## COURSE OUTLINE

### Course Description

Staff Development 105 - Classified Staff Orientation

Two-Hour Seminar/Practicum

### Overview and Rationale

This course, offered as part of COA's Staff Development activities, intends to provide new and regular staff a general overview of College of Alameda.

### Content

The specific contents of the seminar would be determined by the needs expressed by the participants. Content could include:

(a) The classified employee handbook, rights and responsibilities

(b) History of College of Alameda

(c) Philosophy and commitments of College of Alameda

(d) College of Alameda field trip

(e) College organization - where do I fit?

(f) The educational program at College of Alameda

(g) Student services - why?

(h) Staff development and you

## COURSE OUTLINE

Course Description

Staff Development 106 - Office Practices

Two-Hour Seminar/Practicum

Overview and Rationale

This course, offered as part of COA's staff development activities, intends to provide additional skills in the general area of office practices.

Content

The specific contents of the seminar would be determined by the needs expressed by the participants. Content could include:

(a) Goals, skill development

(b) Office organization

(c) Communication

(d) Supervision skills

(e) Personal efficiency

## COURSE OUTLINE

Course Description

Staff Development 107 - Classified Staff Seminar

Two-Hour Seminar/Practicum

Overview and Rationale

This course, offered as part of the College of Alameda's staff development activities, encourages a good working relationship among the staff and the larger college community.

Content

The specific content of this course will be determined by the expressed needs of the participants. The content could include:

(a) Understanding your supervisor

(b) Coping with hostility

(c) Confronting me and the public

(d) Confronting me and the student

(e) Analyzing human potential

(f) Planning for financial security/retirement

## COURSE OUTLINE

### Course Description

**Staff Development 108 - Skills Specialization Workshop**

**Two-Hour Seminar/Practicum**

### Overview and Rationale

This course, offered as part of COA's staff development activities, provides skills specialization in a variety of areas, to be determined by department heads, supervisors and staff. The seminar, as designed, specializes in a specific area and promotes growth as a result of need or innovation developments that would improve job performance and functions.

### Content

Topics may include new areas of specialization in:

(a) Transportation

(b) Computers

(c) Maintenance

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